



Marietta City Schools
2023–2024 District Unit Planner

Language Arts 8

Unit title	Taking a Stand	MYP year	3	Unit duration (hrs)	75 hours
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

Reading Literary:

- I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)
- I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3)
- I can determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings) (RL.8.4)
- I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RL.8.4)
- I can compare and contrast the structure of multiple texts. (RL.8.5)
- I can analyze how different structures impact the meaning and style of a text. (RL.8.5)
- I can analyze full-length novels, short stories, poems, and other genres by authors who represent diverse world cultures. (RL.8.6)

Reading Informational:

- I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1)
- I can determine a theme or the central ideas of an informational text.
- I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RI.8.2)
- I can objectively summarize informational text. (RI.8.2)
- I can analyze the connections and distinctions between individuals, ideas or events in a text. (RI.8.3)
- I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.8.4)
- I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RI.8.4)

Writing:

- I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.8.2)
- I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.8.3)
- I can produce clear and coherent writing that is appropriate to task, purpose and audience. (W.8.4)
- I can produce text (print or nonprint) that explores a variety of cultures and perspectives. (W.8.4a)
- With support from peers and adults, I can use the writing process to ensure that purpose and audience have been addressed. (W.8.5)
- I can conduct short research projects to answer a question (including a self-generated question). (W.8.7)

I can use several sources in my research. (W.8.7)
 I can generate additional research questions for further exploration. (W.8.7)
 I can use evidence from literary or informational texts to support analysis, reflection, and research. (W.8.9)

Speaking and Listening:

I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)
 I can express my own ideas clearly during discussions. (SL.8.1)
 I can build on others' ideas during discussions. (SL.8.1)

Language:

I can use correct grammar and usage when writing or speaking. (L.8.1)
 I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.8.2)
 I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.8.4)
 I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5)
 I can accurately use eighth-grade academic vocabulary to express my ideas. (L.8.6)
 I can use resources to build my vocabulary. (L.8.6)

Key concept	Related concept(s)	Global context
<p>Time, space, and place</p> <p>The intrinsically linked concept of time, space, and place refers to the absolute or relative position of people, objects, and ideas. Time, place, and space focuses on how we construct and understanding of location (“where” and “when”)</p>	<p>Setting</p> <p>The time and the place in which the action of a book, film, Setting may also include mood and atmosphere.</p>	<p>Orientation of Time and Space</p> <p>Students will explore personal histories; homes and journeys; turning points in humankind.</p> <p>Students will explore the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.</p>

Statement of inquiry

Authors use the structure of texts, figurative language, time and space to create style and to convey a deeper meaning in the text.

Inquiry questions

Unit Inquiry questions:

Factual:

How does the idea of taking a stand connect to the dramatic irony and Scout’s perspective?

Conceptual:

<p>How does taking a stand in small ways show integrity?</p> <p>Debatable:</p> <p>Is it worth taking a stand for one's self? For others?</p>		
MYP Objectives	Assessment Tasks	
<i>What specific MYP objectives will be addressed during this unit?</i>	<i>Relationship between summative assessment task(s) and statement of inquiry:</i>	<i>List of common formative and summative assessments.</i>
<p>MYP Criterion A: Analyzing Students will analyze the content, context, language, style, and structure of a text.</p> <p>Students will analyze the relationships among texts</p> <p>MYP Criterion B: Organization Students will use organizational structures that serve the context and intention.</p> <p>Students will organize opinions and ideas in a coherent and logical manner.</p> <p>MYP Criterion C: Producing Text Students will produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process.</p> <p>Students will make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience.</p> <p>Students will select relevant details and examples to develop ideas.</p>	<p>In this second module, students will continue to develop their ability to closely read text while studying the theme of taking a stand. During the first half of Unit 1, students will read two speeches reflecting examples of real people taking a stand. By reading these speeches they will build background knowledge about the module's overarching theme, engage in a study of the speaker's perspective, and analyze the craft of forming an argument. In the second half of Unit 1, students will read Part 1 of <i>To Kill a Mockingbird</i> by Harper Lee and continue to study the theme of taking a stand as it is revealed in the novel. Students will engage in a character study of Atticus by analyzing his actions and words, and what others say about him, to better understand him as a character. This analysis will provide details and evidence for students to use in their end of Unit 2 argument essay. In addition to reading and studying the text, students will view excerpts of the <i>To Kill a Mockingbird</i> film that strongly convey the novel's themes, and they will analyze how the film remains true to the original text as well as how it veers from the original. In Unit 2, students will continue to study the theme of taking a stand as they finish the novel. They will develop their argument writing skills through scaffolded writing lessons, culminating in a literary analysis essay in which they argue whether or not it made sense, based on Atticus's character, for him to have taken a stand and defend Tom Robinson.</p>	<p>Formative Assessment(s):</p> <p>Mid Unit 1 Analyzing Excerpts of Lyndon Johnson's Speech "The Great Society"</p> <p>MYP Objectives/GSE Standards Addressed: RI.8.2, RI.8.5, and RI.8.6.</p> <p>MYP Criteria: A, B</p> <p>Mid Unit 2 Text to Film and Perspective Comparison of To Kill a Mockingbird</p> <p>MYP Objectives/GSE Standards Addressed: RL.8.2, RL.8.6 and RL.8.7.</p> <p>MYP Criteria: A, B, C</p> <p>Summative Assessment(s):</p> <p>End of Unit 1 Analyzing Author's Craft in To Kill a Mockingbird and the Poem "Solitude": Allusions, Text Structure, Connections to Traditional Themes, and Use of Figurative Language</p>

<p>MYP Criterion D: Using Language Students will use correct grammar, syntax, and punctuation.</p> <p>Students will use varied sentence structure and forms of expression</p>		<p>MYP Objectives/GSE Standards Addressed: RL.8.4, RL.8.5, RL.8.9, and L.8.5a.</p> <p>MYP Criteria: A, B, C</p> <p>End of Unit 2 Argument Essay: Taking a Stand</p> <p>MYP Objectives/GSE Standards Addressed: RL.8.1, RL.8.2, RL.8.3, W.8.1, W.8.4, W.8.9a, L.8.2a, and L.8.2b.</p> <p>MYP Criteria: A, B, D</p>
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Approaches to learning (ATL)

<p>Category: Thinking</p> <p>Cluster: Critical Thinking</p> <p>Skill Indicator: Revise understanding based on new information and evidence</p>

Learning Experiences
Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<p>CLE 1: Background</p>	<p>M2, U1, L1 - Launching the Module: Taking a Stand</p> <p>M2, U1, L7.5A - Timed Writing - <i>"Strong people stand up for themselves, but stronger people stand up for others."</i> What does this quote mean to you? Think of a time when you had to stand up for something or someone.</p> <p>M2, U1, L7.5B - The Power of Words</p>	<p>Taking a Stand: Frayer Model</p>

CLE 2: Core Text Activities	<p>M1, U1, L10 - Analyzing Text Structure: <i>To Kill a Mockingbird</i></p> <p>M1, U2, L3 - Analyzing Themes: The Golden Rule and Taking a Stand (Chapters 16-17)</p> <p>M1, U2, L5 - Close Reading: Fishbowl Comparing Atticus and Mr. Gilmer (Chapters 17–19)</p>	<p>Narrative structure Revised Summary Writing handout</p> <p>Analyzing Themes Note-catcher</p> <p>Atticus Cross- Examination Note-catcher Mr. Gilmer Cross- Examination Note-catcher`</p>
CLE 3: Assessment Preparation	<p>M2, U1, L3-5 - Analyzing Text “Equal Rights for Women”</p> <p>M1, U1, L16 - Jigsaw to Analyze Mood and Tone in <i>To Kill a Mockingbird</i> (Chapter 8)</p> <p>M1, U2, L10-12 - Writing an Argument Essay</p>	<p>Jigsaw the speech</p> <p>Jigsaw to analyze mood and tone in <i>To Kill a Mockingbird</i> chapter 8</p> <p>Supporting Evidence-Based Claims graphic organizer</p>

Content Resources

On Level

Common Anchor Text:

1. Harper Lee, [To Kill a Mockingbird](#) (New York: Grand Central Publishing, 1960), ISBN: 978-0-446-31078-9.
2. Simple Justice: The History of Brown v Board of Education and Black America’s Struggle for Equality

Supplemental/Ancillary Text (s)

3. Shirley Chisholm, “Equal Rights for Women,” speech made on May 21, 1969.
4. Sojourner Truth, “Ain’t I a Woman?” speech made in May 1851.
5. Lyndon Johnson, “The Great Society,” speech made on May 22, 1964.
6. Robert Hayden, “Those Winter Sundays,” 1966.
7. Countee Cullen, “Incident,” 1925.
8. Ella Wheeler Wilcox, “Solitude,” 1883.
9. [An Overview Of The Great Depression](#)
10. [Despite Discomfort, Many Teachers Still Teach To Kill A Mockingbird; here's why](#)
11. [Excerpts from "The Great Society"](#)
12. [TKAM WebQuest](#)

13. [Herd Behavior](#)
14. [We Wear The Mask](#)
15. [The Scottsboro Boys](#)

Media Text (s)

16. *To Kill a Mockingbird*, film directed by Robert Mulligan (and starring Gregory Peck), 1962.
17. Background on S. Chisholm: <https://www.youtube.com/watch?v=IMlvCeeOpE0&index=38&list=PLYpucUefUFNCx6xrCDHK-66G9TmSeFsuJ>
18. Background on S. Chisholm: <https://www.youtube.com/watch?v=ERGWEG4Lcpl>
19. Analyzing Sojourner Truth's "Ain't I a Woman?" Video of speech: <https://www.youtube.com/watch?v=XiIHjc9IZvE> AND <https://www.youtube.com/watch?v=-0YR1eiG0us>
20. "Incident" audio: <https://www.youtube.com/watch?v=4TYn844thuM>
21. Gallery Walk: [Image 1](#), [Image 2](#), [Image 3](#), [Image 4](#), [Image 5](#)
22. [Video: Understanding The Character of Scout](#)
23. [Understanding Jim Crow: Setting The Setting](#)
24. [The Power of Words - Maya Angelou](#)
25. [Jay Z and Oprah Conversation](#)
26. [Chapter Summaries](#)

